

**Response to Intervention  
Cohort training session:  
Communication IS Rocket Science**

**Developing and Sustaining Evidence-based, Formal and  
Informal Communications Strategies Within and Without the  
Organization**

**Session 3**

**April 23 - April 24, 2012  
Roanoke, Virginia  
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Response to Intervention  
Cohort training session: Communication IS Rocket Science!

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Communication from the Inside Out

– 8:00 am – 12:00 noon

Synergy: The key to communication Success

Dr. Denise Seguine, CAO, Wichita Public Schools

Dr. Stevan Kukic, VP, Cambium Learning Group

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Dr. Cave: Good morning ya'll, the sun is out, the sun is shining. You have another good day in front of us, and so glad to see you here. Glad Steve is, Steve is ready to go. He's always ready to go, and Denise is here, so without any further ado I'm turning it over. You got your mike?

Dr. Kukic: Well good morning everyone. I hope you had a great evening last night, I did get to watch part of *Dancing with the Stars* last night, part of my life is okay cause that's our guilty pleasure. Smokey Robinson was on last night singing while they were dancing. It was Motown night last night. And you know I'm sure it wasn't set up or rigged that Gladys Knight is still on the show for Motown night; that would never, I'm sure that would never happen that they would do that. But that was lots of fun. So Denise and I are going to continue to go on this journey with you.

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Dr. Kukic: That relates to how we communicate in ways formally and informally to be able to make the VTSS initiative work where you live. That's the whole intention of these two days. And yesterday we spent a lot of time on the principles behind this, and today we're gonna be spending more time on the application of those principles on various issues. The first one that we're gonna kind of delve into is this idea of prototype versus pilot. So that you can think about how to produce however you want to get started with this in a way that actually leads you as efficiently as possible to the success you want to have in a full blown way. And then we'll move on to the issue of leadership, and how all this realities to the issue of leadership that is first of all in terms of leadership for everyone. From classroom to school division, and then we'll talk about the issue of leadership as it relates to the relationship of the school division to the school, and the school to the school division.

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Dr. Kukic: We'll move from there to talk about the family school partnership, and John Eisenberg will be in here with us to talk about what's happening in Virginia related to that, that are good resources for you. From there to inner agency collaboration, and the

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kind of communication you have to have that way. And then we'll come back to the 8<sup>th</sup> habit that, and the 7<sup>th</sup> habit that Covey have that relate to more of what you need to be doing yourself to be paying attention to those skills that you need to be developing. Those habits you need to be developing, to be able to be the best that each of you can be in the teams that you're in. Because communication obviously starts with the issue of trust, and trust has a foundation, which is call trustworthiness, which is the whole premise of all of this. So that's kind of where we're going today, and there is a couple of things that I'd like to do first. As we start this morning. The first thing I'd like to do if you would while you're finishing breakfast and having some more coffee, and whatever is look through the handouts that you have right now.

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Dr. Kukic: From yesterday, and if you would, and kind of just if there is something that's puzzling to you, or controversial to you, or you think needs a little more discussion would you make a quick note of that. I'll just give you about three minutes to do that. Just look through yesterday's information, talk at your tables about one issue that you'd like to see discussed, and then let's see if we can generate a little discussion to start this morning with what we talked about yesterday. Okay so you understand what I want you to do? Just kind of review what happened yesterday, and the content that was covered yesterday, and your feelings about it, your impressions about it, your discussions about it. And then lets just kind of talk about that first before we get started. So, have fun.

[Tape Cuts]

Dr. Kukic: So let's take a look at this, this is just by the way that's my wife Jan right there teeing off. Yeah, she would be teed off if she knew that that picture was there.

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Dr. Kukic: It's a pretty good stance I think.

[Video - See Dr. Steve Kukic's PowerPoint presentation]

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Dr. Kukic: I think that's a pretty good example right there, cause it really does say the point, if we could figure out a way to do the big rocks, then of course we would have more time to be able to accomplish all that we want to accomplish in a week.

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Dr. Kukic: So the question I want to keep you focused on is what are the big rocks with what you're trying to accomplish with kids in your school division. What are the big rocks? I mean your mission statement sort of says it I bet in your school division when it says that all students will be prepared for the 21<sup>st</sup> century. With the skills that they need to be able to compete, and make the society a better place. You know so something like that is a mission statement you have, so what are the big rocks that you need to be attending to is the question. So what we want to focus on, as a continuing discussion on this issue of synergy is this idea of prototypes not pilots. And this is just an idea that sort of came to me when I was reading *The Third Alternative* book by Covey, because he talks a little bit about this notion. And I won't get into the detail that's in your PowerPoints again because that's a reference.

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Dr. Kukic: But I want to introduce this concept to you so you understand what the difference is. So Covey says in his book that these are the four steps if you want to try to accomplish really synergy. Bringing diverse opinions together around a common goal. You ask yourself the third alternative questions, are you willing to go for a solution that is better than any of us have come up with yet? And I think that the answer to any tough question is probably right in the middle of your discussion somewhere. You know, I know that that's sort of an obvious thing to say I suppose, but in politics my experiences has been going to the state legislature in Utah for 12 years in a row. And going to Congress several times is that when they come up with really good solutions it's when they get off of their high horses and start actually listening to one another. Wherever they are, and whatever issue, and come to a solution that engages everyone in the political discussion, that's the point of this.

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Dr. Kukic: If yes go to step 2, define criteria for success. So list what the characteristics are of a solution that would delight everyone. So are we willing to go to a third alternative, what are the criteria for success is the second point. The third is create third alternative in a space on a form of some sort. Create models, draw pictures, borrow ideas, turn your thinking upside down, and then the last one says work quickly and creatively. And remember what Sir Ted said yesterday about creativity. That it isn't

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creativity unless it means something. Unless it actually leads to something that's important. Now I want to show you a strategy that is being used in some places that has to do with this idea of the third bullet that's there about creating models, drawing pictures, that sort of thing. Because I think it's a pretty neat example. So see what you think.

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Dr. Kukic: As soon as I find it again. I think it's this one here. Let's see.

[Video - See Dr. Steve Kukic's PowerPoint presentation]

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Dr. Kukic: So there is another way of learning, see that I don't know how many of you like that, how many of you like that? How many of you thought that went so fast you couldn't even stand it? Yeah a couple of people felt that way as well, so the key here is of course is to find different ways of engaging people about this. I sort of like the way she was able to bring together a whole lot of ideas about how powerful it is when we bring different perspectives together to be able to accomplish something.

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Dr. Kukic: So interdisciplinarity if you want to go to YouTube to get that and make use of it, that's what it is. All right, moving on. Okay, so this is what Covey says from a process perspective as a way of developing synergy. So he suggests that what you do is make models. And these models are models that are prototypes. You also can turn ideas on their heads he suggests, and reverse the conventional wisdom. No matter how

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upside down it sounds, this practice is called counter-typing. So create a counter-type, not just a prototype. As an example at your high school, where you're doing Rtl in your pilot. Wouldn't it be interesting if all of the teachers tried to conceptualize a process by which they could be all teachers of reading?

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Dr. Kukic: Still accomplishing their goals as English teacher, as Science teacher, as PE teacher, whatever. But every single teacher is a teacher of reading, and just have kind of a retreat with the faculty to talk about that. If we were to do that what would it look like, and what support would you need to be able to make it happen. There was a high school in Utah down on the Navajo reservation all White Horse High, and they decided for a few years, and it really did raise the math achievement of kids, that at 11 am everything in the school would stop. And everyone would teach math, including the custodian. Including the secretaries, including the paraprofessionals, including the English department, including everyone. And everyone took their hand at teaching math to kids based on the instructional needs of the kids at that moment, and it really did work. Okay, so there is an approach to create a countertype, that just turns the whole high school on it's head and lets think about that.

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Dr. Kukic: What if we were a high school that didn't have departments? You know and we were more geared to the instructional needs of kids, and we worked in a interdisciplinary way, the way middle schools are supposed to work in that great piece of work that was done that was called Turning Points, and Turning Points II for middle school education. What if that were extended on to high school, what would that look like? That sort of thinking sometimes frees people to be able to get to a workable idea is the point that he's raising. So we've already talked about this a lot I think, and probably enough I'm not gonna go into much more detail here. But I got a chance one time to talk to one of the engineers that was on the Mercury project. The first project to bring Americans into space. And I asked him what the biggest challenge was, he said the biggest challenge was to create the connection between this stage of the rocket that was produced by Boeing, and this stage of the rocket that was produced by McDonnell Douglas, and this stage of the rocket that was then produced by another company.

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Dr. Kukic: And this piece on the platform that was gonna hold it all in place before it took off that was produced by another company. He said, we had no idea how to do any of that when President Kennedy told us to ready, fire, aim about the space program. And we just decided to try it, and we went after it. My dad was in charge of the Radar site at Edward's Air Force Base, and knew a lot of those, all the astronauts and test pilots. And they were all crazy because of what they were doing. They were in these

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prototypes to see how far they could test them. And they'd take them up into the altitude until the engine would stop on this jet, and then it would fall in three directions. It would fall down, but it would also be moving in this direction perhaps, and it also might be tumbling in another direction, and they'd black out and then come to at about 50,000 feet and then have to start the engine again.

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Dr. Kukic: Sometimes it would blow up. And sometimes that would be, that's a goat rodeo by the way, and sometimes it would work, and then they'd figure out what the next thing is. And the next tweak that would be made until we have the absolutely amazing jet aircrafts that we fly around on all over the place as a result of that. So you know that kind of process of building prototype that leads to what your goal is is the point. You know I've got this paradigm paralysis about pilots, I know I do, and the reason I think I do is because of my experience with them. My experience is that pilots do help the sight to improve, but they don't necessarily help the system to improve. So you can change that by making certain and I know that the state is working really hard on this point, as time goes on with the cohorts is to make certain that if you're in this process, and you're gonna be focusing on the high school; you also have to show how that experience is affecting the whole school division.

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Dr. Kukic: And be creating school division level sort of policies that will then help other schools to be able to move forward. That's really doing that in a real responsible sort of a way. So there is more information in here that you can take a look at if you're interested. And let me get just to this, these last couple of slides on the issue of synergy then. Habit number 6, this a book that I remember reading in about the year 2000 or so, and Warren Bennis and Patricia Biederman wrote a really interesting book. Biederman is a journalist and Warren Bennis as many of you know is one of the world's very greatest authorities on leadership. And what they did is they looked at great groups of the 20<sup>th</sup> century that accomplished a lot in a short period of time, and then tried to look for generalities across the groups. I'll give you a couple of examples, three examples of the groups that they studied.

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Dr. Kukic: One was one of my favorite stories, because I'm such a fan of Disneyland. Where we live and where I've always lived Disneyland's a place to go not Disney World you know cause of where we sort of lived out there in California and all that. And my daughter Stephanie who is now 32 and I think that's about the coolest place of all time. I took her there every year from age about 3 till about through high school, and then I told her that if you ever got tired of it I'd quit taking you. And of course she didn't. And now she still goes back, every time she goes to southern California on business she still

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has to go to Disneyland, and I just love that. But what they did in the 30s was an amazing thing at Disney when they created *Snow White*. That cartoon version of that fairy tale was the first one to have depth in the cartoon, and they figured out a way of taking this big giant leap forward in animation that had not been done before. The next giant leap in animation is when we got to computer animation.

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Dr. Kukic: With like *Toy Story* like that Pixar thing. So think about how long that is. And so those people at Disney really did something very quickly, and it wasn't easy because Walt Disney was a real taskmaster. And it was really difficult to get it done, but they got it done quickly, and they got it done well. So that story's told. The next story that they told was the story of the Manhattan project. And how those scientists with their egos and their resumes, and their list of publications, and their knowledge that they were correct; were all brought together in an inner disciplinary way. To develop something that would attempt to end World War II. Which of course it did. So that was an interesting one. The last one that I thought was kind of fun was, it was a story about these political people meeting in Little Rock, Arkansas in 1990. And there was this guy with a real southern accent from Louisiana who was bald, who was in this diner there.

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Dr. Kukic: His name was James Carville and James Carville and his political buddies said, you know this governor here in Arkansas, this what's his name, Bill, Bill, I think it's Clinton. Bill Clinton, you know we have two years we can get him elected as president, why won't we try it? And they tell the story of how they created a ready, fire, aim strategy and they got it together, and whether you like it or not, he got elected twice right? So what is it that these great groups have in common, this is what they have in common. I have had half day, full day, two-day retreats on just this one set of information you might want to consider this. Because it's a good way of talking amongst your colleagues about what it is that we need to be doing. In a minute I'm gonna give you a second just to kind of try out looking at these characteristics. So let's just kind of review them real quickly, notice the first ones deal with the issue of superb people on the group, and having a strong leader.

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Dr. Kukic: That really is an interesting finding that they have, because that's a research based finding. There is no evidence that laissez faire leadership or stepping back and letting things just roll on is the way of providing leadership if you want change to happen. It does not happen. Now you don't have to be any ENFJ on the Meyers-Briggs to be a great leader. You can be whatever you are, but being a strong leader, dedicated not to ego first, but mission first. That's the finding. That's the finding that Collins and Porras found in their wonderful piece of work, *From Good to Great*. So notice the great



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groups and great leaders they create each other, and the leaders know how to, they love talent and know how to find it. I hope that you're having success doing that you know. Everybody I know tells the same story about this if you've had any success in a leadership position, you found someone that you could recruit and bring in who had the job description of their duties of their duties as assigned (?).

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Dr. Kukic: You had a go to person who you could just kind of get to get involved with something complex that needed to be done, so that you can continue to do the work that you were doing as the overall leader. That was, that's a very important kind of a roll I think for people to play. So look at that great groups are full of talented people who can work together. So you want a bunch of strong people who don't always agree at all, but they have an overriding desire to figure out a way of making this work together. I love number 6 is great cause I'm a fan of the *Blues Brothers*. Remember at the end of the *Blue Brothers* when they said, we're 50 miles away from Chicago, we have no gas, the police are after us, but it's okay we're on a mission from god. And off they went. But that's what great groups believe, that's what great school divisions believe. That's what great teachers believe, that's what great state departments believe. This is serious. There is nothing better than being in this position helping kids to be able to improve, to be able to improve this society. Nothing is better than this.

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Dr. Kukic: The next one is interesting to me, and I thought that really applied nicely to schools and school divisions where it says every great group is an island, but it has a bridge to the mainland. It's not like you're just an island of people. And one of the problems I'll bet that many of you are having in the work that you're doing in your school divisions, is that you get all psyched up about this and you know the power of all this thinking, and then you go back to the reality of what everyone else is thinking. And they're not all there. You know, and then you get kind of muted when you get back home, it's kind of a really interesting and difficult issue when that happens. I have a friend who was a superintendent in the biggest district in Utah; he was a social worker by training, which probably led him to this conclusion, which is interesting. But what Mike did, is he said, there is something wrong with the fact that when administrators go away to a retreat on leadership, or a meeting on leadership, or a conference on leadership they get all psyched up, and everyone's ready to go. And then you go back and the teachers are like please give me a break.

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Dr. Kukic: And give me something that I can use like tomorrow rather than in 15 years, why this concepts and principles who gives a crap? So what he did was create a teacher group that teachers selected from each of the schools, who would come

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together for a couple of days before the beginning of each school year, and he brought in the consultants who the administrators were hearing at all these conferences. On systems change, and he did this rather systematically to find out what the result would be. Well what do you think the result was? Were the teachers convinced, or were they still thinking this is dumb? What do you think they were thinking? What would you predict would happen if you did that, if you involve teachers in a systematic way in that way with this kind of thinking? Someone? Yeah how many think they would buy in? How many think teachers would buy in? How many think they still wouldn't buy it, that's hard to do that when you're in an open room like this.

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Dr. Kukic: For people to raise your hand on that, yeah they wouldn't, you know, no. You don't want to say that, but they did buy in immediately and those were the gang leaders at the schools. I mean the union leaders at the schools, and they were people who could go back, get into the schools and help their colleagues understand the power of all this. That was very very cool to do that. The next one is great groups always have an enemy. I thought that was kind of an interesting, kind of a negative comment. But we do have an enemy in education, what is it? Yeah ineffectiveness that leads to illiteracy right? I mean illiteracy is our enemy it's the enemy of schools, but it's the enemy of our society of course. You know when Montgomery, Alabama chose to partner with us and they found out that only 3% of their little babies coming into kindergarten were ready for school, that district made a courageous move and stopped using the curriculum they were using. They chose the one that we have called Read Well Kindergarten and they gave it to 100% of the kids, and at the end of that year 80% of the kids were at benchmark.

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Dr. Kukic: And they stayed there. Now all that Montgomery did was break the cycle of poverty for those kids. Just a little teeny thing. By helping those kids to become literate, how exciting is that? Great groups, people in great groups have blinders on. The point about building benchmarks for VTSS, which I think was brilliantly done by the people in the state department and the coaches, is that what that does is create kind of the structure for what this all is. When you say what VTSS is, you can say here's what it is. You know one of the criticisms that some of the pure researchers in the country have about this RtI revolution, is that we just don't know how to do it. We don't even know what it is. Well that's not true in Virginia, you know exactly what it is, and you've decided that's what it is. And I noticed that that's not printed on granite or marble or something, and that it's a dynamic document that can be changed of course.

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Dr. Kukic: Great groups are optimistic not realistic, this of course is why I chose this book, because you know I've got rose colored glasses on, but that's a choice to make. In great groups the right person has the right job that really does make sense you know. To keep thinking about that. Keep thinking about what the best seat on the bus is for all the people that you've got who are working with you, even if it's like 4 of you. Doesn't make any difference to me, sure that you keep tweaking assignments until you know what that assignment should be. The leaders give people what they need and free them from the rest. Okay. So there is the point about giving people some flexibility, but also giving them what they need to accomplish eh missions. In other words this is a mission, here is what you need to have to accomplish it, now go for it in your own best way. 14 is the one that most educators don't automatically get. Great groups ship. And that's an interesting way of putting that, but here's the point that was raised by these great groups. If they wouldn't have accomplished something that actually led to real live action, then they weren't a great group.

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Dr. Kukic: You're not a great group if you just talk about it. You're not a great group if you just have a great set of meetings on VTSS and what it could be if only we could have support from our high school principals, then we would be able to do this. It would be just the greatest thing, and here is what it would look like. And then you leave and then you go off and get depressed because it's not like that. That's being in your circle of concern, not your circle of influence by the way. Getting back to habit number 1. Great groups ship, great groups show what can happen. That's the point, so I really encourage you to figure out ways of marketing the successes you're having. And that hopefully that these successes are tied directly to student outcomes. And not to process. We want to congratulate ourselves because we've created a process. No, congratulate yourself because that process has led to improved outcome, that's the issue. And I've got to say one more thing on this, it's beginning to feel like a sermon again, so we'll need the offering plate again.

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Dr. Kukic: This is just something I think we need to think about. It is important to celebrate small successes, but you know we need to put those small successes in context. If we move our kids from 20% of the kids are at standard, to 25% of the kids are at standard, that's some progress. But let's not forget that that's only 25% of the kids at standard. And the 75% aren't. You know I kind of like criterion reference ways of talking about this, you know so that we can really get a good handle on this notion. That's the point. And then great work is it's own reward, that's the issue. And notice it says that great groups are engaged in solving hard meaningful problems. That's the whole point. So can you see how this could be kind of fun and helpful? You might want to consider getting that book and somebody take a look at it and see what you think.

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Cause it's fun to read, and it's not related to education. It's something that you can use to help you.

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Dr. Kukic: The other that I've had fun with and I know I'm taking a risk of really looking like an old guy by showing you something that was published in 1990. This is that book by Senge called *The 5<sup>th</sup> Discipline* that really did revolutionize my thinking. I mean anybody who has grey hair in this room, or is hiding it probably would agree. That is probably true. But what this book dealt with is, okay so why aren't we making the changes we need to be making. And what Senge found is that the reason we're not basically is that we're not doing this in a collaborative way that creates systems change. He was the first one to really say that in a real forthright way. These were the laws of the 5<sup>th</sup> discipline that he found. That first one I have used more than any other one liner to produce a really good brainstorming with the folks that I have worked with including myself. Because every one of you have been engaged in this kind of problem solving for a long time in your careers.

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Dr. Kukic: And 10 years ago you were sitting around tables and creating ideas that at that moment seemed like the best idea, and you implemented them. So what does number one say, today's problems have to come from yesterday's solutions. That's not bad it's just true. You know that's just the reality of it. And then notice the harder you push, the harder the system pushes back, so this point about ready, fire, aim is really really cool to talk about. But as soon as you do that you're going to get push back. The beauty of that is you're gonna get the pushback. Now this is the problem with systems change in my opinion, people when they know that you're going carefully and courteously and systemically, and ready aim fire, they can sit right under the table and keep sabotaging without you even looking at it. When you do ready, fire, aim, all of a sudden people say whoa you're really threatening me, hold off. Well that's okay because now it's on the table, now you can actually discuss what the problems are. That's the beauty of that thought in my opinion.

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Dr. Kukic: Behavior does go better before it goes worse, that's always true you know. You get psyche dup about a new innovation, and people are really implementing it, and then after a while they sort of regress back to what they were doing before. The easy way out, usually leads back in which is a great concept. The cure can be worse than the disease, please keep that point in mind. There are some things that you're doing that really are pretty good. If you just tweak them a little, just you know kind of refresh the paint on the eaves of the house you could actually get something done that will really work. Faster is slower, I didn't like that, I almost put the book down, because

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what do you mean? It's always faster; you know that's of course my stupidity. But the point that he's raising is that the optimal speed is never the fastest speed. But the optimal speed is never the slowest speed either. Okay you just have to find the optimal speed for your system to be able to move forward. Cause and effect are not closely related in time and space, and the important of that concept that Senge identified for us is; don't overdo yourself in terms of you thinking you're causing an effect to happen.

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Dr. Kukic: There is a correlational effect for all the work that you do, but don't be thinking that you're the cause of it. Don't be thinking that any one action is the cause of any one thing, because it's too complex. Why aren't kids achieving? Any time you have a colleague say well look at their families. That's way too easy. That's way too easy, do families have an impact on what happens to kids? Of course, but there is all kinds of other issues that come forward that I think make more sense. Benjamin Bloom did a study in Jefferson City, Missouri one time. A prison was just put into Jefferson City in Missouri, and that brought in a lot of interesting people who worked at the prison. And who, and the families of the residents of the prison, and suddenly the school had to figure it out. And they wanted to do something with family involvement; it was I think kind of interesting.

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Dr. Kukic: Their first thought of course is we're going to do some parent training, because these people are probably not good parents, because after all they're working people. And they're by the way prisoner's families. So you know they have to be bad people. So let's do workshops on parenting, and the only ones who came to the workshops as happens with all of you, are the good parents who wanted to fine-tune their parenting. So Bloom said, whoa, whoa, whoa, don't do that. Here's all you have to do. Help these families to understand the power of just a couple of things. Kids having chores. That you follow up with, having a place in your apartment where kids do their homework. Having them do their homework before they do anything else. Reading with your child every single day, and having the child read to you every single day, even if it's for 10 minutes. Those kinds of things improved the achievement of the school, versus the parenting classes. Interesting I thought.

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Dr. Kukic: Small changes can produce big results but the areas of highest leverage are often the least obvious. That's the point that Covey is raising about that synergy point, of really brainstorming, thinking about where on the edges can we go to be able to make some changes that really would work? You can have your cake and eat it too, but not at once. I like that. Number 10 is my favorite political statement, one time in Utah we gave the legislature a simple two-paragraph bill to pass. And they passed only the first

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paragraph. So dividing an elephant in two does not produce two small elephants. You just get like a bloody mess when you divide an elephant in two. It's not like you actually make it work. And then the last one. There is no blame, just shared responsibility. Again I think a real, this is a real iconic set of information that I think might be helpful for you to use. So what DuFour said, is the schools that attend to both strategies, building a collaborative culture that focuses on student learning, and creating a system of timely intervention for students, they experience a powerful synergy.

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Dr. Kukic: So those are the two main points that DuFour makes, not coming from a traditional RtI sort of a perspective, but coming from a perspective of what is the power of building a professional learning community? And notice that he's saying it's not enough just to build a collaborative culture, but also to build a system of timely interventions. TSS, tiered system of supports. That's the powerful synergy according to DuFour. So he talks about what you have to do if you're actually going to be a professional learning community. If you're actually gonna synergize in a way that makes sense, and I think you may have seen this before, but please don't allow anybody back at your school divisions to say; you know I know because of budget cuts we are now not allowed to have our one hour meeting on Wednesday morning.

00:49:00

Dr. Kukic: Let's see pairing request from iPad, who is trying to get into my computer, someone is trying to get into my computer. No this is a fun thing that macs do, because we're into collaboration and synergy in the mac world. Is that right? Yeah okay good. So when people say this to me, I just cringe, they say you know we used to be able to meet for an hour a week on Wednesday morning before school, and because of budget cuts now we can't do it. So I guess we're not a professional learning community anymore cause we can't meet. Is it like now its time for professional learning community, versus we are a professional learning community. Like that's the way we do business. DuFour never said that that's the issue. DuFour says that you've got to be on the right hand side of each of these issues to be called a professional learning community. And I'm not noticing any of those that say we've got to meet for an hour before school on Wednesday morning.

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Dr. Kukic: It's a way of doing business right? So just take a look at that if you will. And that's kind of fun. Number 6 relates to the comment made by our colleague back there from the high school about starting with behavior. Moving from punitive to positive, showing people the power of a positive behavior support as a way of handling tardys. That notion is one of the issues that DuFour of course talks about. Okay. So what I know I'm interested in finding out and we're gonna take a break before Denise does

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this. What I'm interested in finding out is now let's look at what Wichita has done related to all this stuff about synergy. Lets really look at this case study in a careful way about what Wichita has tried to accomplish with this habit number 6, to synergize. So take a break, 15 minutes from whatever your watch says and we'll begin. Thanks.

[Tape Cuts]

Dr. Seguire: Thinking about the idea of synergy, there are a lot of things that you can do that create synergy throughout the system.

00:51:08

Dr. Seguire: So I just wanted to go a little deeper into a couple of the things that I've already mentioned to you that we're doing. So you can get maybe a better sense of that. As we think about building synergy in this system, we really have these twin goals in mind. And one of course is too improve the system. So we want to build our organizational capacities. But simultaneously what we're really interested in doing is building those professional capacities of our teachers. So looking at the specific teacher skills, leadership skills, we want to develop those professional things while we're developing the organization.

00:52:01

Dr. Seguire: And we try to keep both of those things in mind all the time, so that we don't, we can move both of em' forward. Cause we think that's the only way to make it happen, with the synergy between those two things. So let me share with you a little bit more about our STAT process. Recall that we contracted with a company that really does program management, and we set up a system where by our principals came in once a month approximately. And had what we call a STAT session. We used the company we worked with to help us design what that process was gonna look like, and at the very beginning they were actually facilitating the STAT sessions for us. That was last year.

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Dr. Seguire: This year we have developed internal capacity to move forward with that; we've continued to use them to help us with facilitation. But we've also developed our own people to do the facilitation and to do the data analysis, and the preparation of the data for these sessions. So it can be a little abstract, so what I'm gonna do is I'm gonna take an actual STAT session and show you, just walk you through what happens in that session. The purposes of the STAT, of the principal STAT is to create this sort of replicable process that principals can use back in their school. So that's one thing they're thinking about, the data we look at, the way we look at it, the questions we ask is something that they can learn from, use back in their school.

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00:54:02

Dr. Seguire: They do not always do that systematically. But that's one of our goals, to continue to build that as we as a district build our capacity to do it and support it. Right now our focus is on these sessions, and over the years and we'll continue working further outward. The second purpose is to develop a professional learning community among our leaders. So they're having these conversations together. They're sharing what it is they're doing to get the results that we're seeing in their data. They're actually looking at each other's data; they can see their data compared to everybody else's. Are you feeling that there could be a level of concern raising here? And that's a piece of, we haven't ever done that before, so it's a little bit it feels a little bit threatening at first.

00:55:09

Dr. Seguire: So we've really got to use a soft touch at the beginning, and even so for some it still feels a little threatening. But the purpose is not to say this school is doing really well, and this school is doing really poorly; it's to say look at what we have in common. What are we doing, or what could we do or how can we align better to do the work. To have better impact on student outcomes. And then again to build leadership skills for data drive decision-making. You're not gonna be able to read this, but it will be online for you. I just wanted to show you, it is the yearlong agenda for the principal STAT sessions. So what we did, it's not the details, but it is in general what data are we gonna look at each time you come in.

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Dr. Seguire: So it's the most relevant, most timely data, so at the first one in September they are looking at their AIMESweb screener. Their universal screener. Cause we have that data in. They're beginning to look at a preview of attendance and pupil behavior reports, and also it was, they were looking at high school AP results, if it was in. So it would have been one month or another. As we go to October then, they look at attendance and PBRs, tardy practices and policies, PBR practices and policy, and at risk students in terms of their chronic attendance. So it continues to build, they'll circle back to their screener data when we give it again.

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Dr. Seguire: So about January they'll be back looking at their AIMESweb data again, and continuing to go through there. You notice I mention policy. It says policy but it doesn't mean board policy. It means really our procedures, so in these groups what we get is principal input on our procedures. And what we have found is, that they don't even know that they're doing things differently down to well here is how we record an absence. We don't record it until 15 minutes after, and then we don't record anything in



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the afternoon. And somebody else says well we do this, and we do, so they've been able to because of these conversations, come to some consensus, because they know when they look at the data they want it to mean the same thing. If they're gonna, their data is gonna get compared to somebody else's, they want it to mean the same thing.

00:58:04

Dr. Seguire: So it's really kind of driven that process as well. So they have this agenda at the beginning of the year. The second thing that we do and you can't read this, I can't even read this right now, but this is a follow up memo that goes out to every single school that has participated in the STAT session. It highlights the key things that were talked about the suggestions that were provided by them or by the facilitator in that meeting, and then at the end of every meeting each principal writes out a goal for the next month of what they're gonna work on, based on the data that's been reviewed. So each principal's goal is listed on this sheet, and it gets sent out to everybody. Again this sample will be available on your website.

00:59:04

Dr. Seguire: This is a new piece, we didn't do this last year, in fact last year we sort of blasted through the sessions, we got really good at looking at the data. And having conversations about it, but at the end we were just like done goodbye. And so guess what they did in-between sessions? That was really interesting conversation that we had, but they didn't do anything back at their school systematically. So in the second year we said let's have em' just write down a goal, and it can be whatever they want, just around that data. And then we captured it. Because some of em' have the same goal. So that helps connect them with each other as well. And we found that by doing this, not only is it helpful with these conversations, but they know who to talk to in-between who's dealing with some of the same things.

01:00:02

Dr. Seguire: So the session itself, what it looks like, is anywhere from 8 to 15 principals. Okay, and we try to group them by like schools, so our title elementary schools might be in one session, our schools implementing AVID might be all in one section of STAT. So we tried to do like and by level, so elementary are with elementary, middle are with middle, high school are just with high school. And they sit around a long oblong table, and interspersed with the principals are three or four district administrators. And the role of the district administrators are to be like a panel.

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Dr. Seguire: To just ask questions about that data. Okay, or sometimes a question comes up, they have a question about curriculum, or something, and so there can be a

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brief response by someone from the district level. So we have that there, and then we have a facilitator. Who works them through the process? At the beginning this is all very structured, so what is gonna be looked at has been reviewed and reviewed and reviewed by the STAT team. And it has been sent out, the PowerPoint that they use is sent out to the principals in advance. So they can see in advance what's gonna be discussed, what their data looks like as compared to others.

01:02:00

Dr. Seguire: Because the facilitator will be asking questions of each person. So here's, let me show you. Here's this happens to be a middle school STAT meeting. It starts with an agenda; they always start by following up with the previous session. Today then in this session they're gonna talk about student attendance, they're gonna look at average student attendance, chronic attendance, or non-attendance, and late arrivals. And how that gets recorded. The purpose of all of this is making sure kids are in class and have access to instruction. It's not about how many kids are gone, or you know that kind of thing. The purpose is to focus on how do we keep our kids where the instruction is going on.

01:03:06

Dr. Seguire: So the second thing then they look at is, student behavior reports. So they look at, they're going to look at the percentage of the population that has a report, a behavior report. What type of incident they have, and look at in school suspension and out of school suspension as trends. Because those are the two areas that take kids away from instruction, so we want to reduce those. We want to find other ways if possible to reduce those and impact that behavior. So here is the agenda. This, and I'll talk just briefly about this later, but this is our problem-solving model. And so we keep this in front of them at the STAT session cause that's what this is about, problem solving.

01:04:00

Dr. Seguire: So here is the first chart they actually look at. These are assessment results related to attendance. Okay. So we were using this was in October, so we're using our 2010 state assessment data. This is for reading. If you see the blue columns, those are student's scores who had good attendance. The white columns had fair attendance. And the pinkish color columns were poor attendance. And then across the bottom we just have it by level, so clear to the left those are elementary schools average across all elementary schools. The second group is our K-8 schools. We only have two of em'.

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Dr. Seguire: But they're different so we separate em'. The third one is middle school, and the fourth one is high school. So what the facilitator does then is just asks them what are you noticing about these charts? So take a minute at your table and talk about what are you noticing about this chart, and the relationship between student attendance and student outcomes in reading? I'll tell you that a little more specifically. The question was, what is the range? How do you know when it's good, fair, or poor attendance? What we're looking at really is chronic absences which is defined as 10% of the time they've been in school. So the poor is gonna be chronic, the fair is I don't know what the exact measure was, but somewhere in between.

01:06:02

Dr. Seguire: In this PowerPoint that you will have access to is the chart we use for 10%. So we know what the chronic is. So go ahead with your conversation, what are you noticing?

[Tape Cuts]

Dr. Seguire: So a big idea that you might notice from this chart would be what? Anybody. It looks like in reading the more they're at school the higher they score. And does it matter what level they are? Elementary, K-8, middle, or high? It looks like a common trend, right? Okay, this is just one piece of data. Okay.

01:07:00

Dr. Seguire: So now here's math. What do you notice? If they're there they do better. What do you notice about math compared to reading? Here's math, now back to reading. What do you notice? We're saying retention of concepts, or missing, what happens if you miss some skills or concepts in math? You got a bigger gap right? In reading it's more right continual, cyclical, but when you start missing in math, you're really getting some bigger gaps. At least that's what our data looks like.

01:08:02

Dr. Seguire: Right now, so our principals start having this conversation. It's sort of, it's the idea of is it important for kids to be in class? Is it important for kids to have access to instruction? Okay, so we could, my purpose is really kind of show you the process, but I know we could get way deep into the content of it. So let me move forward. The next thing they look at then, and you will notice in this session we do move a little bit from one piece of data to another. So you might be thinking about it, and we move on to something else. But you should be putting that in the back of your head, in terms of your own school and what you want to do. Our sessions are one hour; I don't think I told you that. So they're fast and furious.

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01:09:01

Dr. Seguire: It's not a lot of brainstorming, time like that, because we do, like I said we have 13 of em', and we do em' all in one week. So we kind of run through those rather quickly. All right, now what this chart is, is average days absent per student, and what you're seeing in this chart in October, let's see based on as of October 7<sup>th</sup>, this is by school that's in this particular STAT session. So you will see there is one, right here that's a little bit higher. Average days absent per student, 2.1 days by October 7<sup>th</sup>. So that's a bit of an outlier. Now the facilitator of the group isn't necessarily call on the principal from that school, what they may call on is the principal from the .6 school.

01:10:09

Dr. Seguire: Your attendance is a little; it looks different from other people. What are you doing? And then so they can talk. And they often the facilitator will give others the opportunity to talk as well, even the higher bar. Because what they might say is, we've had kids in the hospital. We've had, you know they now the stories. So they get to talk about some of the stories, cause that's the rest of the data. So that's part of this conversation as well. Now this chart, which you can't read from there, is the chronic absence calculation by week. So what we did is we put together a chart, we started with the first week of school, and we said, if you were absent, if you had 10% absent then this is how many days you will have missed.

01:11:10

Dr. Seguire: So this was, this meeting was around October 7<sup>th</sup>, here's October 10<sup>th</sup>, and if they have missed 4 days by October 10<sup>th</sup>, they would be considered chronically absent. What we know in the research about chronic absence, 10% or more is these kids do not perform as well. Once they hit that chronic number they do not perform as well, our data played that out. They didn't even need the research to know that; they could see it in their own data. So and then this goes through the whole school year, so what they're looking at now is right at the end of April and chronic absence is 16 absences. So any student who has that many absences would be considered chronic at this point.

01:12:04

Dr. Seguire: And I don't think that the end of the year, or even the second semester data was that surprising to principals. But when we started talking about chronic absence in September and October as being one day or two days, they were starting to really look at those students much earlier than waiting until they had 10 absences, or whatever they typically did. So they found this chart to be fairly helpful, and it's just kind of been our criteria. Then the next thing they look at is the chronically absent students

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by school. So again, we have all of the middle schools that are meeting in this particular STAT session listed here. And again they can look at chronic.

01:13:00

Dr. Seguire: What you can't see from there is in this line here it tells the percentage of their student population that has chronic absence. And then down at the bottom it gives the total number of students in the school. And the total number of chronic. So this is a really low bar there are only 3 students in this school that have chronic attendance issues, but there are 172 students in the school. So it's much lower than Trousdale down here with 875 students. So they can do that kind of comparison, how many kids are we really talking about in addition to what's the percentage. So right, they want to, they're really interested in that bottom number, how many kids is it? As a district we're kind of more interested in the percentage, cause we're looking at it in a more global way.

01:14:00

Dr. Seguire: Horace Mann Middle School. I don't really know, I don't remember that conversation. But I would say just in general about that school, that is a K-8 school, and this data is just from their middle school portion. This school is a dual language school in the middle of the very Hispanic area. The attendance is just in general been very good. Of middle school students in the K-8, it's a K-8 school. So when the elementary STAT session meets they get the elementary numbers for Horace Mann. Okay, and that would be the same for Gordon Parks, that's a K-8.

01:15:00

Dr. Seguire: And only the middle school portion there. Exactly. So that's the kind of conversation then we have. It's not like well you Hamilton, look at you you're up at 18%. By the way their free and reduced is like 98%. So there are other pieces of information, but they talk about what this means. They don't just look at it as oh we're bad and they're good, what is this data telling us?

01:16:00

Dr. Seguire: The total population at Hamilton is 499. That's a middle school. And 90 of their students have chronic absence. At Hamilton the tall one, 98% free and reduced. So, right. Yes. Exactly. That configuration of school of K thru 8 is a very different culture.

01:17:01

Audience Response: With the absences were you including suspensions in that?

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Dr. Seguire: Absences are every time the student is away from their classroom. Yes, good point, good point. And we had this conversation too about school related absences. And what we got to was were they in the classroom getting their instruction? And the answer was no. I mean they might have been at something that was appropriate, whatever that might have been school related, they were not in their regular classroom at that time. So that's just the way we chose to record it. And we were just clear about that.

Dr. Kukic: But the perfect comment you just made, is that a reason why Hamilton might be there may have nothing to do with the percent of kids who are free and reduced lunch. It may have everything to do with the fact that that faculty for reason isn't at all into positive behavior supports, and they think the first solution is to suspend kids.

01:18:04

Dr. Kukic: So that could be a reason why that's happening. But whatever the reason is that it's happening, clearly kids have to be in school to be able to learn, that's the issue. So beginning to analyze all of this is the point, that and notice the beauty of what Wichita is doing, they are systematically dealing with academics and behavior at the same time. So that they can get to that. They can keep drilling down to find out the reasons why things might be happening. That's the point.

Dr. Seguire: And the other thing, conversation that came out as I mentioned before was, well maybe we aren't recording our absences the same way. So there is a tightening of the system in that way too, of getting clearer about are we doing the same thing. Are we all counting the same thing as the same thing? So those conversations come out of this. It's interesting isn't it?

01:19:00

Audience Response: When you're breaking it down, yesterday you said the cohorts, one was focusing on academic, one was focusing on behavior; are you also keeping data that way. To see is Hamilton one of the schools that's academically in the cohort of the behavior, and is that having an effect?

Dr. Seguire: That's a really good question. Last year we kept em' by their cohort, so they were all behavior or they were all academic. And this year we decided we were gonna mix em' up. So this is a mixture of schools, some of em' are academic, some are behavior. It does happen that Hamilton is an academic school. I mean that's their focus right now is academics. So maybe that could be it. We do look at that data, someone asked me that yesterday in terms of our outcome data from our state assessments. And we did look at that depending upon which strand they were in, academic or behavior.

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01:20:06

Dr. Seguire: But it was kind of all over the board, so we couldn't really draw any conclusions after one year about that. But we are watching that data. Our state is Common Core, we haven't fully moved to Common Core yet in terms of our curriculum, but yeah.

Dr. Cave: When you came to the table and started to do this, how did you get your principals to get to a place where they could discuss all of this objectively, as opposed to being defensive or withdrawn? And you've had to evolve into a problem solving team that listens and considers all kind of possibilities, why this is occurring, and some of them may be hard to take for some folks. So can you tell us a little bit about that evolution?

Dr. Seguire: Yes, the evolution is still happening.

01:21:00

Dr. Seguire: Not everyone is excited to come to a STAT meeting. Some feel a little bit attacked at a meeting although from our perspective it's not about attacking. But that doesn't take away from them feeling that way, and I will admit to you right now that I live with a person who hates STAT. My husband is a middle school principal. I purposely did not put his school up here, but his school is a relatively high performing arts magnet. But he hates having this conversation with his peers; he hates looking at this data in front of his peers. He says out loud, I hope he never says this out loud in front of the superintendent, but he says out loud, I just want someone to come to my building and just talk to me about my data.

01:22:10

Dr. Seguire: He doesn't want to do this, so not everybody wants to do it. But I think one of the things that has helped with the evolution is that we had outside facilitators beginning. So it's not like there is a district administrator facilitating this meeting, and so you don't feel like somebody from central office is pointing the finger at you. Or trying to make you say something that they want you to say. I think that has been very helpful. The other thing that we have done, is post-STAT meeting, the principals who re in the STAT session have a time and a space afterwards, directly afterwards, where they can meet with their assistant superintendent to talk about any issues that might have come up during the STAT session.

01:23:10

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Dr. Seguire: So while there might not be time for brainstorming there, they have that next meeting where they can sort of go through some of that. But I'm not gonna tell you that everybody loves it. Some of em' do. Actually many of em' do, and more of em' do than at the beginning; cause at the beginning it's like what are we doing? And when their data looks good compared to everybody else they love being there. And when their data isn't quite as good, they don't like being there. But it's about moving the system forward, and so that's the message we just keep bringing. And we know that people have some defensive feelings, so we accept that and try to accommodate for that. But continue to move forward. In fact related to that, the university, one of the universities in Wichita, Wichita State Universities' doctoral program does field studies in school districts.

01:24:15

Dr. Seguire: So they do research studies, and this year we asked them to do one on the STAT process. So they collected data from the principals. They attended the STAT sessions, they talked to the facilitators, and we should be getting that report back from them very soon. So the principals will all see that. We'll review it, we listen to their feedback and we're already thinking about some things that we may want to do a little differently next year. So it's all part of the process. But that's one of those things that we couldn't have done at the beginning. Some of the things we did at the beginning aren't as good as some of the things we're doing now. And some of the things we're doing now aren't as good as what we'll be doing next year.

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Dr. Seguire: But we wouldn't' have known it if we hadn't done it, and gotten feedback from our folks. So we kind of stepped into the fire and moved forward. It's sort of ready, fire, aim. We were ready. And there was some level of readiness in everyone, everyone knew something, but you know you never know exactly how it's gonna look. Okay, I'm gonna go a little more quickly with this but then they looked at the chronically absent by school by grade. So the principals before we got to this slide we said, if you were to predict which grade level you had the most issues with attendance what would it be? And then we looked at this and we looked across the board, so if you look at Hamilton the tall one. Not to pick on them.

01:26:00

Dr. Seguire: But they have more issues in 8<sup>th</sup> grade than they do in 6<sup>th</sup> grade, but not everyone's pattern is the same. So whether they could draw any conclusions about this or not based on age, you know we just went on with that. But they often will tell the story of I've got a student who blah blah blah blah, or a family who, or you know and they tell those stories which explain the number part of the data. Then we went, looked at the pupil behavior reports. Again at the bottom this is by school again. So



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there is Horace Mann, they've got 5. And Hamilton has 137. And Trousdale still has 236, but they know these are unique students.

01:27:03

Dr. Seguire: So it's not the repeat offender who keeps coming back and back and back, but it's unique students who have had a behavior referral as of October 14<sup>th</sup>. So they look at that. This the out of school suspension, expulsion, in school suspension, so the red in those schools are out of school suspension, or expulsions. The yellow is in school suspension, and then the white at the top that's harder to see is whatever else it might have been. Whether it was a detention or something that was in school. So when we talked about this with the principals, we talked about what is our goal with this? Because there are reasons to have out of school suspension, and there are reasons to have in school suspension.

01:28:01

Dr. Seguire: The question is could we reduce it? Are we over using it? And keeping kids out of classroom when they could be in there, and I will tell you that we just looked at this data again in February and March and those red and yellow bars are much smaller, and the white bars are bigger. And I think it's partially just because they've had this conversation, fi you don't look at this data and see what it looks like you may not even think about it. You just think about well we do this when a student has this behavior, and this when a student has that behavior. And you may not go back and revisit it. They still have red and yellow. But for the most part those have decreased a little bit and the white has grown. So they look at that. This is the trend, just a different way of look at it; we have analysts who do this for us. To try to make sense of the data.

01:29:03

Dr. Seguire: So we're providing it for the school to be able to look at their data little bit differently. This is just the trend for those schools, each school is a different color, that dotted line is sort of the average in this cohort. Okay, so they can compare themselves to the average of the schools that are in this STAT session. Again they have ideas and stories about why it looks the way it does. Then at the end of the session, in addition to writing their goal, they have a preview for the next session. They know that they're gonna look at attendance and behavior again. And in November they're also gonna look at staff attendance. That was interesting. So they started to look at staff attendance related to student attendance.

01:30:03

Dr. Seguire: To see if there was any effect there at all. And then as part of our work with Safe and Civil Schools, we give their survey to parents and to staff and to students.

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And those results were back, so they looked at those results in the next session. So they do all of that in an hour. And each session looks sort of like that. It's more than one type of data that they look at. And talk about. Okay. Then I'm sure when George was here he talked about data days, and you all may do data days as well. We schedule two during the year, and at the district level we actually format this for them. So the schools are looking at similar data.

01:31:01

Dr. Seguire: In between the district data days, then schools will have their own based on the data they choose to look at. But this is based on the data that the principals have already looked at in their STAT sessions. And we did that on purpose so they were very comfortable with that data. Now what's different about this is on the data days, they look at it by feeder pattern. So they look at it from elementary all the way through high school that the kids feed through. So it looks a little different. The individual school data looks the same, but when you start to compare it, it looks different than what they saw in their STAT session. So the district prepares a PowerPoint, and I've put some of it here. But the whole thing is in your file. And it includes the data for them to cover; it includes processes for them to facilitate the conversation.

01:32:06

Dr. Seguire: so we pretty much feed the whole thing to them, and then the schools facilitate. This happens to be South High School's feeder pattern and the topic, this is just from March 15<sup>th</sup> and 16<sup>th</sup>, was about transition. So when you think about 5<sup>th</sup> graders going to 6<sup>th</sup> grade. 8<sup>th</sup> graders going to 9<sup>th</sup> grade, what are some of the things that we might want to pay attention to, what's happening in the system? So they looked at a lot of the same data, they looked at attendance trends, reminding them of the chronically absent benchmark. These are by school. From first semester and then cumulative the second bar in each school is the cumulative up to the beginning of March.

01:33:00

Dr. Seguire: The red part is new students who came on as chronic after the first semester. So they could really look at is this the same kids, or what? So they can look at it that way. This is interesting, cause look at this big bar and it's not Hamilton. This is an alternative high school. Right here, that big bar. So we start all of these over here are elementary. And then we have middle school, and this is a special day school middle school. And this is an alternative high school, and then the last one is high school. So they're looking at that whole feeder. And again this is by school, that's a duplicate slide.

01:34:00

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Dr. Seguire: This is by grade. The elementary principals all talked about kindergarten is one of their worst grades for attendance. They're sick, and they said parents don't want you know. They want to take care of their kids; they want them to be home. They have a little bit more trouble bringing their kids to school every day if they want to go to the zoo. Or they want to go you know to grandma's or whatever. So those were the stories they told about that. So then they look at it by grade. So there's over to the right when they start getting bigger at 6<sup>th</sup> grade, 7<sup>th</sup> grade, and then 8<sup>th</sup> through 12<sup>th</sup>. These are just, this is just a strategy we gave em' to use. Then they looked at behavior. This is the whole feeder pattern if you look at their pupil behavior reports, so it's a trend, it's just a two-year trend, but the dotted line was last year and the red line is this year.

01:35:02

Dr. Seguire: So they can start to look and see is whatever we're doing maybe making a difference. South High is a behavior cohort, so all the schools in this cohort are working on behavior.

Dr. Cave: You're gonna get to this I'm sure, but the next question becomes you're look at this. And then what's the hypothesis? How do you then drill down to so what are we gonna do about it?

Dr. Seguire: And this happens in part of their processes. That are included for them. And each school level is a little bit different, but the other thing that happens is next week. April 30<sup>th</sup> is the next week isn't it? Yeah next week is a district-wide in-service, and so they meet, all the schools actually meet together and they have more conversation about what are the things we need to be paying attention to if we're sending or receiving students?

01:36:01

Dr. Seguire: So then they actually have that conversation articulated once they're aware of the data. But each school tries to think about themselves as well as part of this process. You know we don't, when I heard some talking about your snow and stuff, we don't, we don't miss very many. We had no days off this year for weather. Last year was worse we probably had 5, but usually it's no more than 1 or 2. But you can see it in this data, or when there's a flu, you know you can watch when there is sort of a little flue epidemic in the whole district. Data looks different so. This is suspension counts by month. Out of school suspension. And then in the appendix of the PowerPoint it will have, these are all aggregate of the feeder

01:37:07

Dr. Seguire: But in the appendix or the follow slides are the trends by school, so if they want to pick out a particular school. Maybe the middle school gets most of their

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students from a particular school, they might want to you know look at it that way. Again these are just strategies for facilitation. AIMESweb, universal screener, this was reading. So they looked at that. So you look at how the kids are doing when they come into your school, how they're doing when they leave your school. Math. So they looked at all of those things. So basically that's the STAT process and the data day process that we use. And recall we're kind of in this section of your two days talking about synergy.

01:38:05

Dr. Seguire: And I can tell you that just using this process creates synergy in the district. It also helps with our common language and common understanding. Two years ago no one knew what STAT was, now it's a common term. Using just regular term, chronically absent, people know what that is. We're talking the same language, and this process really helped take it all through the district in a relatively short amount of time. I think I've already talked just to shift for a minute, I think I've already talked about our progress with the MTSS district leadership team. From the first year of oh I didn't totally admit this to you. I told you didn't have teachers the first year.

01:39:02

Dr. Seguire: I think what I also didn't admit to you is we didn't have principals the first year either. But we aimed a little, yeah we did. Then in year 2 we added principals. And in this is, this is the team this year by the way. At the beginning of the year. And then this year we have added in teachers and other people from the community in the whole process, and I'll talk about that a little bit later. So I think that is it for me. You're gonna be having conversation at your tables next. And I think Steve's gonna change the PowerPoint so you can see those questions to kind of drive that. But if you have questions I'll be happy to come around and talk to you about what those individual questions might be.

01:40:01

Dr. Kukic: Thanks Denise very much. I hope that was helpful for you to see how one district is really diving into this. And how they're doing analysis. That idea of performance management is an interesting one, to combine a couple of different data points in an interesting way. Like it's obvious that attendance and achievement have some correlational connection, but putting those actually together so people can see that and dive into it. And trying to actually figure out why that's happening, I think is a real gift of what Wichita is doing. So let's just move here to the next slide you've got in your handout. This is the table talk that has to do with synergy. And what we'd like to have you do right now if you would, for about let's try 10 minutes, and if you're still talking we'll keep going for another 5. About these issues. Is the concept of synergy

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relevant to your VTSS work, in what ways? Is consensus versus compromise desirable?

01:41:02

Dr. Kukic: Is it possible? Under what conditions should we simply make the tough decision even without synergistic consensus? Under what conditions should we work until we achieve consensus before moving forward? And then lastly what goat rodeos need a healthy dose of synergistic confrontation? Okay, all right I think that was put courteously at the end. Okay so take 10 minutes and we'll go from there.

[Tape Cuts]

Dr. Kukic: There is an exclamation point that Denise want to put on this conversation, so I'm only hesitating that having to hesitate for a second. So let me have your attention up here please for a second. I want you to attend to the last bullet, the question was what goat rodeos need a healthy dose of synergistic confrontation? Here is what we would like you to do. All of you have a notepad in front of you I think around the table. Get a blank one of those sheets in front of you.

01:42:07

Dr. Kukic: And we'll tell you what we want you to do. We're gonna practice this idea of a 2 minute brainstorm, just with this idea. What we want you to do is think, but don't start until we say go. Think and write goat rodeos that need to be confronted, related to VTSS establishment, implementation, sustainability whatever you want to talk about. You understand what I'm saying. And a goat rodeo is not a good thing. A goat rodeo is a hard thing, a really hard thing. And if you don't really pay attention to it, it really is gonna bring you down. You get the point? So think and write goat rodeos you need to confront to be able to make VTSS work where you live. Okay that's the first step, ready. Pencils in the writing position, and I'll wait until everyone's pencils are in the writing position. By the way this is the process you use.

01:43:01

Dr. Kukic: Pencils in the writing position. Two minutes go.

[Tape Cuts]

Dr. Kukic: Designate the one goat rodeo that you brainstormed that you think is the most important one for you to confront first. Okay you got that? Now if you would at your tables, simply share this is part of this little process for this two minutes brainstorm, the next step is to share what is starred or circled. And then have a conversation about the consensus across the table or across the school division. And then creating a plan

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for how to deal with it. So that kind of a proactive thinking about let's figure out who to confront, what we think is the most probably way we could fail because this is a real goat rodeo that's important. Now my crazy brain is thinking of big silver belt buckles for the goat rodeo king and queen of the school division they can wear to school.

01:44:11

Dr. Kukic: Which would be a very cool thing. You like that don't you. Yeah I thought you'd like that, that's good. At least one person laughed at that. So, that's good. She's sophisticated. All right so, so if you would just have a quick conversation about what you put a star next to or circled at your table.

[Tape Cuts]

Dr. Kukic: I'll take it around on this side, one of you take, Steve take that side I'll take this side. That side. Okay let me have your attention.

01:45:01

Dr. Kukic: This called ready, fire, aim in this workshop. This may or not may not be a good idea, but we're gonna try it. What you've just done I hope is sort of begun to identify a goat rodeo that you want to pay attention to. What we want you to do now is if you wouldn't mind sharing with the group what the goat rodeo is that you've identified. Then we're gonna talk about what kind of leadership needs to be provided to be able to get this kind of success that we want to get, followed by a conversation about interacting with families to get the success with other agencies. That's the kind of intention. And we'll come back to this goat rodeo as kind of a focus point as we go through the rest of the day if that makes sense. So anybody who wants, any table wants to share a goat rodeo that you've been discussing?

Audience Response: Steve we might be, what happens in the ballroom at hotel Roanoke stays in the...

Dr. Kukic: That's good, that's exactly right, that's exactly right so keep that in mind as well. Anyone willing to share? Please thank you very much.

01:46:06

Audience Response: We had several different things, but the one that's closest to my heart is we are doing this starting with elementary schools. And we have 4<sup>th</sup> graders that will be going into our middle school as 5<sup>th</sup> graders, who have interventions in place, but yet our middle school is not yet prepared to deal with what to do with those students. So, that's a huge issue for us.

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Dr. Kukic: That's a great; there is a great example of a goat rodeo. Cindi you know you could collect these goat rodeos for your online resource. And then get into even a blog or a something that would be a discussion board for people to be able to discuss those kinds of issues. That's a great thing that you've just mentioned. Because you're not the only school division dealing with that I don't think right? At least people in North Carolina are dealing with it, but maybe not in Virginia it appears. But I think that there are some other people in Virginia probably who are dealing with that one.

01:47:01

Dr. Kukic: That's a goodie.

Audience Response: Well we have an umbrella that really has a number of those, and it's reading. But then under reading is reading specialists who don't feel like they're part of RtI, people who feel their way is the only way, what we talked about yesterday of English teachers who don't feel like they're reading teachers. And then fidelity when we do have programs to that, so we had lots of em'.

Dr. Kukic: Yeah but there is another really wonderful one of course, really confronting that issue of reading. Because if you're really gonna, if you're really gonna embrace this idea of being data based in your decision-making. Then those issues that you're raising are going to have to be confronted. Because you're gonna come to some solutions based on the data that are contradictory to the prevailing kind of deeply held paradigm about what should be happening with reading. That's a really important one. Other?

01:48:00

Dr. Kukic: Go ahead and I'll get to you.

Audience Response: In our division, our principals do not have conversations with each other about their data. They do have what principals have compelling conversations with the superintendent about their data. But it's not shared where all the principals are together. And that becomes a goat rodeo for a variety of reasons. So what we talked about is how can we maybe in a safer environment make it possible, going back to the things we talked about, about trust and building trust and all that. So that we can begin that process and get them to do that. In the schools, teachers talk about their data, and they share their data, and they talk about what do you need to do to make that better.

01:49:00

Audience Response: And what are you doing that I'm not doing. In a lot of schools that's happening, but it's not happening at the leadership level.

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Dr. Kukic: I always envied my wife's career being a hospital administrator, and a nursing administrator. Because they often had full hospital wide meetings about really tough cases that have happened. Where it either worked or it didn't work, but there was like a discussions in front of everyone else. And I said, well isn't that intimidating? And she said, well it was a bit except that people were scientists. I mean why wouldn't you talk about it. Because what you want to do is avoid what happened if it was a negative result. You know what a scientist says when he gets a, or she gets a negative result from an experiment, is not oh my gosh we failed. They say, there is one less thing to try. And that's not what we do very well in education I think, but that's a really great point. Next, next.

Audience Response: We're a high school that just transitioned 7<sup>th</sup> graders from two elementaries to our high school. So we're 7 thru 12. So we did the ready, fire, aim process for starting RtI at the high school.

01:50:05

Audience Response: And I'm finding that is, that was the right way to proceed. Because at least we have proceeded. Our issue that we have discussed.

Dr. Kukic: I love that.

Audience Response: Our issue that we have discussed now is that we have data scattered throughout the universe. We're a school in improvement so we have teacher grade book data, benchmark data, SOL data, evaluate data, RtI data, Istation data (?), we have data data on top of data. So I think our goat rodeo is discipline data, attendance data, is how we're going to bring all of those pieces together.

Dr. Kukic: Good.

Audience Response: And so that's the rodeo for this summer to figure out.

Dr. Kukic: That's really a great one, and I think Wichita did face that down by in their case they went to this firm that's called, it's UPD. Yeah. UPD.org. You might want to look just at that as a concept. Because that's a pretty interesting group I think that is into performance management, putting together interesting data.

01:51:02

Dr. Kukic: If you change bus schedule what happens to positive school climate? If you're a middle school and you change the schedule what happens to literacy achievement? That sort of stuff, and putting those things together, sometimes provides the leverage you need without all the different sources of data. Cause what you want to



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do is have the least amount of data possible that gives you the full picture. Right?  
Next.

Audience Response: Our division is in a discussion bout the best universal screener. And we're looking at MAP, or AIMSweb, and of course there is some budgetary concerns there as well. And even to the point of if we went with MAP, the time issue that's involved, how that affects benchmark testing. But one of the things that you had said, that is a big concern for us, and it's a problem, is that the language in elementary talking about PALS data is something that the high school and middle school does not understand.

01:52:00

Audience Response: So we need to move forward with that.

Dr. Kukic: I think that's a goat rodeo for the state, to think about how to translate PALS data for use in secondary education. Not that you would do it in secondary education cause it hasn't been formalized there. But how do you translate that data so that it's useful for secondary people, I know that's not an original thought. Someone that's involved with PALS is thinking about that issue. But to be able to have that happen and get that out to everyone, I think would be helpful for everyone in the room probably. So there are some statewide goat rodeos that need to be dealt with I think. Another?

Audience Response: We had a point that was brought up about master scheduling, and we thought we were there with master scheduling. We thought we were there, we've been in implementation of RtI for the past 5 years, but now with budgets the way that they are, and so streamlined. I would have to say that that's the biggest issue, is how do we continue moving forward with what we've done?

01:53:03

Audience Response: With fewer people, with less resources, all those wonderful things that are out there.

Dr. Kukic: That's a perfect point. I wish I would have had this on a website, or on the PowerPoint, but write down this rather long website. It is this report that I mentioned to you about rethinking district budgets to unify and sustain critical mass of student learning supports at schools. So here is what it is: it's <http://smhp.psych.ucla> the following is not part of the website address. 11 national basketball championships.

01:54:00

Dr. Kukic: And after [ucla.edu/pdffdocs/financebudget.pdf](http://ucla.edu/pdffdocs/financebudget.pdf),  
<http://smhp.psych.ucla.edu/pdffdocs/financebudget.pdf>. Okay. Good really really good

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piece of work that makes it sort of a practical thing to look at for the ultimate goat rodeo it seems to me that that was well said. One more example and then we'll move on.

Audience Response: We actually came up with four things but they really all relate.

01:55:02

Audience Response: One is consensus building, and understanding Rtl division wide. Our elementary schools I think are beginning to understand and some more than others. Our middle school and some of the high school administrators are beginning to understand, but not the faculty as a whole yet. And a big challenge for the middle schools and the high school is the scheduling. And the what's the word? Yeah, tablets of stone, that's a good one. Some thing that they just, and it's also an equity issue at the two middle schools we have more students at one school than the other. So they want us to have schedules that are similar, but yet you can't do that because we have different needs. And so convincing whoever needs to be convinced that scheduling needs to be a priority, and needs to change for the betterment of the students.

01:56:01

Audience Response: And not just appearances I guess.

Dr. Kukic: You just raised something that I think touches on what I see as one of the most frequent mistakes that are being made around the country about VTSS, or MTSS, or Rtl, or whatever. And that is that there a lot of decisions that are being made with a focus on the adults rather than a focus on the students. And that might be the ultimate goat rodeo, you know that once we get over ourselves and quit making decisions based on our comfort. And we start making decisions based on what the needs of the kids are, then we've got a better chance of having success. Joanna Lane (?), when she goes into a middle school or a high school asks this first question to see if they're ready to be able to do VSS. She asks, which students are scheduled first on your master schedule? If the answer is band, athletes, bright students who are achieving traditionally, they aren't as ready in her experience.

01:57:01

Dr. Kukic: If the answer is well who do you think? The at risk kids. Because some of them need two periods a day of literacy instruction. How would we possibly be able to do that if we didn't schedule them first? They're ready to be able to move on. And actually make something of this. So think about this as a parting shot on this issue of this secondary point. Somebody show me data that proves that kids taking electives keeps them in school. What I know keeps kids in school from the data is the following fact, when kids learn how to read they stay in school. Now if you would agree with that sort of generalization from the research, then maybe you might want to think of a

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scandalous thing, and that's to have the child who's at risk in one fewer elective. And replace that elective period with one more period, a double dose of literacy instruction from an evidence based program implemented with fidelity.

01:58:02

Dr. Kukic: That might be what to think about doing. That's what a lot of places in the country are doing, and guess what? When Lee County did that they became number 9 in the country in terms of the percent of their kids who are graduating on time. And they were in the 70s, as a district of 85,000. So just think about that. That point. And let's move forward, because the next topic of conversation actually is about leadership. And you know we're not here to have a couple of day workshop on leadership, but we wanted to share a couple of thoughts with you and then have Denise come back and talk about who they've constructed their leadership in the district. So here is the, here's the point that Covey is making, it takes a paradigm shift to join the revolution. We have to be comfortable with the world where countertypes can blow up overnight, and knock down every convention. We can't just acknowledge third alternative thinking and play at it; we have to get good at it.

01:59:00

Dr. Kukic: The example that I know is what's happened with virtual learning. You know, and we've you know kind of crushingly moved forward with this interesting ways. And the state I live in in Colorado, there are some nefarious providers of virtual learning who brought vans to the high school parking lots. And when they found kids who looked the most disgruntled, or the most weird looking, they would invite them in with very loud rap music playing. And they'd put them into their virtual high school until October 2<sup>nd</sup>. Then they didn't care if the kids were there anymore, and most of the kids dropped out and came back to the school. The brick and mortar school, but guess what the kids didn't bring back with them? The funding for the year. So Denver lost 1,600 students worth of funding, last year. Because of this nefarious practice. So okay what do you do then, okay we're not doing anything with virtual learning. Really? It's too late. It's too late, the kids, all the kids have smart phones, you know many of the kids are getting iPads and all kinds of stuff.

02:00:02

Dr. Kukic: If we don't pay attention to that reality that we've got to find a blended way of dealing with all of these young people who live in a blended life. We're not gonna serve them. We're not gonna keep them in school, we're not gonna figure it out. So that's one of those examples of a national goat rodeo. If I might say it that way, that we really need to get a handle on that. So Fullen said in 2010, when leaderships can clearly and succinctly articulate what they're doing, show results, and explain exactly who they got them. You know that they have the skinny. When a lot of leaders do this

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simultaneously and they cultivate it in others, it becomes a revolution. So here are a couple of very quick videos that kind of describe the point about leadership, and we won't spend much more time than, I won't spend much more time than showing you these quick videos.

02:01:00

Dr. Kukic: I think I'm gonna start with this one.

[Video - See Dr. Steve Kukic's PowerPoint presentation]

02:02:00

02:03:00

02:04:00

Dr. Kukic: I'd like him to be my king, would anybody else like, you can be my king really. Colin Powell, that's amazing. You're gonna hear from him a little bit later. Not by video but by his work, when he retired from the military he and his wife formed something called America's Promise. And what America's Promise has given us is at least two things that I think are wonderful. One is the basic components of what we need to do with all young people to be able to help them to be able to be resilient, and courageous, and successful. And they used the research for that from the SEARCH institute in Minneapolis, which I'll share with you. That relates to this inner agency collaboration. And then the second thing that they've done lately is GRAD Nation. All of you working at the secondary level, you've go to look at [gradnation.org](http://gradnation.org), and use it as the basis, the foundation of what you do for dropout prevention. [Gradnation.org](http://gradnation.org), it is all free stuff. It's all in the public domain, it is magnificent work, none better than that, that I've seen.

02:05:01

Dr. Kukic: From this great man. And his great wife. Or from that great woman and her husband, depending on the way you want to put that I guess. Okay. So let me get back to this. I think I, I think I'll just get right to this. This might be a better way of doing this. Where did it go? There it is. Okay. Hold on one second, this is not, do you ever notice that when you file something it's really logical, and then when you get back to it it's not logical at all? That happens to me, maybe it doesn't happen to you. Maybe I'm not gonna find this, if I don't find it this time, there it is, okay.

02:06:00

[Video - See Dr. Steve Kukic's PowerPoint presentation]

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02:07:00

02:08:00

02:09:00

Dr. Kukic: They certainly know how to make a video right? That's really quite a good one. That video really talks about what still is my very favorite kind of conceptualization of leadership; it's a very simple one. Covey started with this idea, that leadership is getting results in a way that inspires trust. And you notice what Colin Powell had to say about that very issue.

02:10:00

Dr. Kukic: It took him less than a heartbeat, so what makes for a good leader? Trust. Okay well thank you very much. These are the four roles of leadership that were included on that video. And our intention again is not to deeply get into this, but it is this I hate to use this word again but I'm going to, this synergistic combination of these four things that makes for the leader. You can't just be a path finding leader with great vision, I'm dealing in a district in another state right now that has a superintendent who is like this. He's really into vision, and he has a great vision statement on the website of the home page of the website for the school district. And he does nothing to implement it. But it's really cool; I mean it's a really cool vision. So it's that, back to that point that Fullen makes, is that you don't have a moral imperative unless you realize it. It's likewise true that I know people who are principals and teachers and directors and CAOs and superintendents, who are really good at aligning.

02:11:00

Dr. Kukic: They're really good at that notion of putting together systems, and managing those systems. What I think, one of the gifts that Covey gave me is that I was trying to say you've either got to be a leader or a manager. The answer is not; you've got to be a leader and a manager. You have to do both things. And so that really meticulous process day by day at looking at the system, realizing that systems have a tendency to disengage, the parts have a tendency to move apart, is another role that aligning role to be sure that you not only have your system aligned the beginning of the process. But you keep it aligned. I really salute Denise and Wichita for agreeing to have the external partners come in in June, and take a look at what's happening with this whole MTSS experiment in Wichita. At the end of the second year of five years, to see how it's going. And then use the data to be able to make it work even better.

02:12:00

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Dr. Kukic: The next role is this issue of how is it that you utilize the great talent that you have if you're a leader. I have never won an argument with my wife, and I thought that I had won this one with my MBA nurse wife, when I said to her you can of course empower someone else. Of course you can. And Jan said oh no you can't, you can't empower anybody else. That's their choice, and I said, now Jan now really. You're really wrong about that, because you know what I can prove to you by going into a classroom for kids with severe disabilities, severe behavioral disabilities, that we can in fact empower those kids to act in an appropriate way. She says yeah, well what happens when they leave the engineered classroom? Hmm, oh shut up. So I went to my current mentor, my boss Stephen Covey, and I said, Steven, I want to win this argument with Jan. I have never won an argument with Jan. So please tell me that you can empower someone else.

02:13:03

Dr. Kukic: So how many of you would agree with me that you can empower someone else? Raise your hands. How many of you would say you would agree with Jan, that you cannot empower someone else? Raise your hands. How many of you are looking forward to lunch? Okay, good. That's good too, yeah that's good. Well Steven said, I'm sorry to tell you this Steve but Jan's right again. You cannot empower another person. Because empowerment is a process of gardening, it's not a process of mechanics. It's not like you go into a car shop and you get empowered. How many of you grow vegetables or fruit, or marijuana or something? Never mind don't admit it, okay so. The biggest cash, the biggest cash crop in California right now is marijuana, and Jerry Brown; the governor said why won't we legalize it so we can get the tax for schools? You know it's like this is gonna happen anyway, but anyway. Those of you who grow tomatoes, are you always successful at growing world-class tomatoes?

02:14:03

Dr. Kukic: No you're not right, but you do know the science of it, and you do know how to kind of pay attention to the sun and the temperature, and the rain and all that. And when to take off the leaves at the top, all the stuff you do to try to get the most nutrients to the tomato itself. But all of that is gardening. So that's the point about empowerment I think that's really an important one. You create an environment that you think is empowering, and then see what happens. See if people make the choice to follow. If they do not, have you created an empowering environment? I view the answer, the initial answer; the intuitive answer for me is no you haven't. Because if people aren't choosing to come with you then what good is it? You've got to find a way of creating an environment so that people feel comfortable coming with you. Now the extroverts who are intuitive and hyperactive that I've worked with in my career, always come with me immediately cause that's what I'm like.

02:15:05

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Dr. Kukic: The people that I like to, and I'm challenged by, are some of the people in this room who are the opposite of that. Who like getting tired of all this hyper activity, would you calm down? Let me reflect. Why are you in our faces like this? And that's the group of people that I know that I know I have to have if I'm gonna do something important. So no matter what your style is you've got that opposite that you need to bring into play here, if you buy into this philosophy that we're talking about. And that leads to the last role, which is that role of modeling. And that of course leads us back to implementing and trying to stay consistent with a set of principles. If you don't like the eight habits of highly effective people then don't like it, that's your choice. But if you haven't chosen some kind of a model that has principles built into it that you're trying to live, that's also a choice but it leads to some interesting consequences naturally if you don't have one.

02:16:00

Dr. Kukic: And notice also that the word trust is sitting underneath the three roles, and then under modeling is that word trustworthiness. Because that's the point about Colin Powell, if you ask anyone whose ever been around him. He is the best example of that, where he lives a trustworthy life. And people know that, and they're willing to follow him out of curiosity, I love that, I love that comment made by the sergeant. Any of you who have been in the military know what that's like, you know I was a little lieutenant when I was in the military, and second lieutenant is the lowest rant in the army, it's not private. Just ask any enlisted person, you know. And so paying attention to the enlisted people about this and what that enlisted person told that young lieutenant stayed with him for his whole career. For 50 years. So that's the point about leadership that we wanted to make, and I don't think we need to get into a bunch more information here. I did want to share with you though, this wonderful piece of work that Wayne turned us onto by Johnson and Chris Fields (?) that deals with the issue of how should the school system, the school division and the schools those two levels interact together.

02:17:11

Dr. Kukic: And this is a really good study that was done that talks about this issue. And so I just wanted to share a couple of thoughts that came from this and then turn it to Denise to tell you how Wichita is dealing with these issues. So elements and actions that districts mobilize to support a system wide improvement in a comprehensive and coordinated way. That's the idea. Here are the findings from the study. You've got the study on your book list by the way, so that you can get to it. So take a look at what it's talking about here. And Wayne knew this would happen, but this is another piece of work of course that validates my biases about the way the world works. Because notice it says shared vision.

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Dr. Kukic: Notice it says district guided curriculum and aligned assessments. Notice it says coherent professional development, frequent monitoring, and use of data for decision-making. All of those issues that are consistent with what VTSS is trying to accomplish. So that, a system wide focus on achievement is a real important issue. I've mentioned our daughter, she's the English teacher, she's in the Alden district outside of, just northeast Houston. And last year Kelly got a \$1,500 bonus because of the percent of her students who graduated on time. A \$1,500 bonus. That's not like getting 5 bucks you know. That's a big deal for a single mom, who's a teacher. And what that says to that staff at Alden, is that if you do the right thing with kids, and your kids actually graduate on time; we'll reinforce you for it. That's pretty cool stuff.

02:19:00

Dr. Kukic: So this is what Johnson and Chris Fields (?) had to say about this, they said it's not lose versus tight, it's lose and tight. That's the insight that I got from this great article. So what needs to be loose, what needs to be tight to be able to attain the optimal performance from the whole system is the question. So they talk about a balance. So the districts that are having the most success according to Johnson and Chris Fields (?) are those that increase centralized bureaucratic control, while they sought to increase professionalism and organizational learning, at the same time. So just reinforcing that point. It's a combination of those two things.

02:20:00

Dr. Kukic: Oh and it does my lovey dovey Covey heart so, oh it just really makes it flutter when I see inter dependent there. But of course that's the answer. So there are these mechanisms that are discussed in the article, this is the last slide I'll show you. I've got some details after this. Resource linkages, structural linkages, communication linkages, relational linkages, ideological linkages, that are essential. And I've highlighted those issues in these next slides. You'll have a chance to talk about this in a second. So turn to this slide if you would, it kind of shows the relationship across all of this. What I like about this piece of work by Johnson and Chris Fields (?) is that they aren't afraid to talk about the federal and state policy context as well. Because not only is each school a part of a school district, each school is a part of a school district, which is a part of a state, which is a part of a country.

02:21:03

Dr. Kukic: You know and that's sort of an important issue to remember. And so there are these resource linkages, external and internal, and structural ones, and then relational and communication linkages in the middle that allow all of this to happen. These ideological linkages that are so important all come from that work that Fullen did where he talked about everyone has, everyone walks in with a moral purpose that's and



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individual one; the school systems that are having the most success have a shared moral purpose. And that's really one real critical goat rodeo that doesn't often happen. Often when school systems create a mission statement, they start by creating the mission statement, which seems logical. But actually the first step is to work through a set of shared values, and then build your mission statement from the shared values. That's when you have the most chance of having success with a mission statement. So that's the point that's being raised by Johnson and Chris Fields (?) as well.

02:22:01

Dr. Kukic: So Fullen talks about this notion of what do we need for full system reform, it's not a big surprise, have a small number of key priorities, and have resolute leadership, and stay on message, and collective capacity, and implement strategies with precision. Some of you have mentioned this notion a couple of times, so I will put in my plug for my favorite author about this issue, whose not an educator, whose name is Atul Gawande, G-A-W-A-N-D-E, on the book list. He wrote a book called *The Checklist Manifesto*; he's a surgeon at Harvard, who found a way to cut down on the infections he was finding. By having the surgeons oh my god follow a checklist. And I have mentioned this to some of you before, but when he talked to Sully Sullenberger the pilot who brought the US air plane into the Hudson. Sullenberger said, I did one thing that was artistic and that's all. And that was keeping the wings equidistant above the waves as I was coming in.

02:23:01

Dr. Kukic: Well what about everything else you did, he said, well the copilot and I almost broke our heads when we came into the middle of the cockpit when the birds went into both wings and stopped the engines looking for our checklists. And we pulled out our checklists and followed them meticulously. Why do we educators think we don't need to do that? Why do we think that it's all right to implement well-researched interventions? Creatively. How many of you have cooking as a hobby? You know from my perspective when I have people over I follow these recipes meticulously, and cooking is my hobby. And I make certain that I do it, and I don't play with it until I've made it 3 or 4 times exactly as Emeril says to make it. When Paula Dean provided me with, she didn't directly, but when she gave me that recipe from her grandma about a red velvet cake, I'm telling you I followed that, just exactly as it said.

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Dr. Kukic: And the people who were at our house on that New Years Eve wanted more of that red velvet cake. But that's the point, you know people, and some of you are people like this, who say I never follow a recipe. Well does that work 100% of the time? Probably not it works about 70% of the time. When I have people over I want them to 100% of the time walk out thinking that was the best meal they ever had. And that's

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what we should be doing for kids. And it won't happen if we don't implement evidence-based strategies with precision. That's the point. So Fullen talks more about these are elements for successful reform, and we've talked about these issues already. I wanted to get right to this point. The most provocative and I think important finding in the last about 10 years, in the research, about a system's change comes from this book by Marzano and Waters called *District Leadership that Works*.

02:25:05

Dr. Kukic: And it is in this book that they say, that what you have to do if you're gonna have success according to their meta-analysis, is you have to be a school division that establishes non-negotiable goals for achievement in instruction. Non-negotiable. That's the word I'm hearing most as I travel around on United Airlines around the United States. People are coming to grips with that notion. When the Seattle Public Schools that is one of those places that thinks for sure that if it's not create din Seattle it's not worth even looking at, because you are not from the home of Starbucks and we are. When they said, you know what, this site based decision making thing that we've been doing that's so cool hasn't worked, we have got to come to grips with what Wichita did. And that is to come up with a limited number of non-negotiables. It is from these non-negotiables that Wichita established, that Wichita is having the success it is having at doing this ready, fire, aim full system reform called MTSS.

02:26:08

Dr. Kukic: So Denise do you want to take I ton right now, 15 minutes okay. All right so let's talk about the Wichita way related to these issues, and I'll turn it to Denise for this purpose.

Dr. Seguire: I don't know how you react to the word non-negotiable, but I can tell you that part of our process has been just dealing with that word, non-negotiable. In fact there are folks on the district MTSS leadership team who are like can we you know think up another word to use instead of non-negotiable? It's really an interesting culture when you're moving from a site based management system to one that does have some of this tight and lose kind of work that really supports each other.

02:27:11

Dr. Seguire: So we're not, we have non-negotiables, and those were defined at the district MTSS leadership level. And Steve actually facilitated that conversation, we got there in about an hour and a half, to our four non-negotiables, which he just had up there. And I don't, but when you look at those non-negotiables, you can see that they're just fully aligned with MTSS. They are about PLC throughout the system, they're about common protocols in a number of areas, it's about leadership, it's about results based leadership.

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Dr. Seguire: And so we are in the process of implementing those; interestingly, about I think it was January, just a couple months ago at our district meeting, which we have twice a month by the way during the school day. We looked at those non-negotiables, and we had some conversations about that. And one of the questions was who knows about the non-negotiables in the system. Who knows about the non-negotiables, and what we came up with was, well everybody at the district level knows about the non-negotiables, and all the principals know about the non-negotiables. But we don't think all of the staff necessarily know. They might have seen em', but they don't exactly know what they mean. And to be really honest, one of the principals said, they don't feel like they need to pay attention to em', because they didn't have any input into the district non-negotiables.

02:29:15

Dr. Seguire: And I listened and I thought that is good information to know. But I don't get it. In my head I don't get that there aren't some things in my job that I have to do. No matter what, and that someone else can actually be the one telling me that I have to do it. And when you look at the non-negotiables it's not like you have to do X at 10 o'clock on Monday morning with every student, or anything like that. They're very broad.

02:30:00

Dr. Seguire: So we still have work to do in just understanding that that's where we're going. And that's what we're doing. Okay. On Steve's PowerPoint for non-negotiables. So we did this in January. And then we looked at each one. And we said, where are we making sure that we can fully implement and support these non-negotiables, cause we are not fully there even though there are non-negotiables. The first one around PLC, I'm not gonna go into all the issues with that. But to say we do have designated time during the week once a week, it's only 40 minutes but it is contractual. So it's in the contract, teachers were given additional pay several years ago when we put that in.

02:31:03

Dr. Seguire: Here's where we messed up. In the negotiated agreement, to get the time, and to pay for it, we agreed with the union that the PLC time could not be dictated, the content of what happened during the PLC time could not be dictated by the administration. That it was up to the teachers to decide what they wanted to do, what was important for them to do during the PLC time. So what's your guess about what we're getting from that systemically? We're getting no lift from that systemically; we

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have some schools, some departments within schools, some grade levels within schools who are doing wonderful great jobs.

02:32:04

Dr. Seguire: They've taken it on as a professional activity, something they find valuable. But it is not in every school. So I'm not sure what's going to happen, I do have a recommendation but I don't know what's going to happen. And I think what we need to do is just cut em', and say no we're just gonna cut these out of the contract. And then we're gonna build em' during the school day instead of that extra time outside of the school day, and we're gonna take control of those. And not to say, it's not like every capitalizing every letter and putting punctuation at the end. But to create a framework for what needs to happen during that time. And with our other processes with data, to build that into PLC and some of that. But we're not there yet. So that's little bit of a struggle for us.

02:33:00

Dr. Seguire: We did spend quite a bit of time talking about non-negotiable about protocols. You've seen our protocol for assessment. We have that well established. We are working on updating our literacy protocol. We are building our behavior protocol, we are getting ready to update math, and we have a protocol for our use of coaches actually. So part of our conversation about this has to do with leadership, because we did not want to build this in isolation. We didn't want to repeat some of the things that we create negative things that we maybe created in the past, because of how we did it. We wanted more involvement in how to do that.

02:34:05

Dr. Seguire: So one of the things, there are kind of two big things that I want to talk about in this section. I think you say this last year perhaps, and maybe with some of the other folks you've worked with you've seen this self-correcting feedback loop. It's called a self-correcting feedback loop, but what it really is problem-solving model that's repeated throughout the system. So if you look here over to the right of the slide, the darker blue this is a district leadership team. And they follow a problem solving process. Which feeds to the building leadership team. That follows the same similar process. And then to the collaborative teams within the school. And then you see in different, right her in the middle where it says collaboration, between these levels, and collaboration all the way through.

02:35:08

Dr. Seguire: This is a model from our state. Here is a feedback we got in our district, I don't understand that. That's too much stuff on there. And so, and here's the other

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thing that happened. The state gave us this, in our literacy training we were using a different model, some different words on it, I mean it's the same process okay. But it looked different the graphic looked different, and the words might have been different. Then our Safe and Civil Schools work on behavior, there is another one. So we had like 3 or 4 different ones, and they're like we don't know what to do. That may or may not have been true, but the district needed to erase that barrier. So we got together with our partners, and we said we have a problem.

02:36:05

Dr. Seguire: And what we need is we need one model and we need you all to support it. Even if what you're doing some place else looks different, we need you to support it. And they agreed. And so this is kind of hard to read cause we superimposed it over the MTSS model, but you saw it in the STAT sessions. It's a simple plan, do, check, act. And we follow these four steps consistently in the district. So we've eliminated all the other ones, and this is the one that we reference. So that's one little thing that's kind of a big thing to just get on the same page, same vocabulary.

02:37:00

Dr. Seguire: Oh there they are. Okay, so I've already talked about that we've looked at those, and we've decided where we need to do some work right now. We know we have work in all areas, but we've prioritized those on the leadership team. And we've said, now how are we gonna do this work? So we talked with George Batsche, who kept talking about work groups. Work groups, work groups, has he talked to you all about that? It's, they're more at the state level, but we're like that's what we need. We need work groups, because how are we gonna get, this was our dilemma it sounds so simple but it was so hard to figure out; how are we gonna get teachers into this loop? Because we meet every other week for 2 hours during the school day. We can't have teachers consistently participating that way.

02:38:02

Dr. Seguire: And it's even hard for administrators too. So we have six building administrators on our district leadership team, but that may not be enough when we have 100 in the system. So the idea of the work group, this is kind of how it flows, and some of this is a little hard to read. But over here on the right are work groups that are doing defined work for the district, and presenting proposals to the MTSS leadership team of what based on the work they've done, the research they've done, what their proposing we need to do in a specific area. That gets presented to the district leadership team.

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Dr. Seguire: The district leadership team takes that proposal, asks questions, asks em' sometime to go back and do some more research or to think more about something else and come back. And when the district team feels like this is something ready to move forward, they make a recommendation to what we call the Academic Leadership Team, which is simply it's myself, it's the superintendent, it's the assistant superintendents, and the reason it even moves to that group is because the MTSS district leadership team doesn't have any funding, doesn't have any budgets, doesn't have any of those kind of pieces, or work with the school board or things like that. So the Academic Leadership Team then takes the proposal and says this is how we're gonna fund it, this is the period of time we can use to roll it out, this is who needs to know about it, this is who's gonna start talking to the board about how we're spending our money.

02:40:08

Dr. Seguire: And how these decisions are gonna be made. So it flows that way. So this was George kind of talking, and so I got really gung ho, last October, so I'm coming back to the MTSS team. I've figured it out all by myself, you know how well that works? Not very well. So I start talking to the MTSS team about it, and they're like, we don't have to do that just cause Florida's doing it. And they like George by the way, but they're like we don't have to do that just cause Florida is doing it, and we already have a department that takes care of our curriculum. I already have a coach in my building, I don't need a work group for that, I already have a technology guru in my building.

02:41:05

Dr. Seguire: We don't need that. So I took a step back and thought they're not getting this purpose. This kind of big systemic purpose. And then I don't know what happened, but it was magic. And in the next meeting it was like, hey we could use a work group for the literacy protocol. Couldn't we do that? Let's talk about that, and then we started to brainstorm who would be in that group and what would their role be. And it just, it was magic, it just happened, and now we have, that was in October when I first took it to em'. And now we have a full in force literacy work team, and we have a full in force behavior work team, and we have one for coaching, our coaching model.

02:42:00

Dr. Seguire: In just that little blip of time. So I just wanted to share with you briefly what information we gave this literacy work group. We told them that their purpose was to ensure the future success of our district focus on literacy. And the responsibilities of this board or work group will include, advising district leadership about interpreting state and federal mandates to develop a workable plan for school sites to support literacy instruction, so they have to do a little research. They can't just come together and say well we think it would be a good idea to do whatever based on their experience. They have to do some research and study in the background. Reviewing and recommending

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research based instructional materials, develop literacy goals and a literacy protocol, determining or possibly securing funding for long-term implementation.

02:43:09

Dr. Seguire: Although that's really more of just a proposal. Accountability, this was another big thing. How do we build in accountability with anything new that we add? So they're looking at that, offering support and guidance as needed to building administrators and teachers. These are the members of the work group. So we have an executive coordinator already in our district for pre-K – 12 literacy, so she's on the team. Curriculum literacy coaches, lead coach representative, which are district level coaches, principals, and 8 assistant principals, representatives from ESL and special Ed., the division director of learning services, intervention teachers, classroom teachers from each level, MTSS facilitators.

02:44:07

Dr. Seguire: Instructional technology support counselors, avid coordinator UTW, teacher union representation. And a post secondary representative, because we also wanted to think about not just pre-K – 12, but pre-K – 16. So these are the people who are coming together to design this, and they're the ones who have put together the protocol that is before us now. It's in its latest revisions. We told them that their initial charges were to examine the current literacy curriculum protocol for the district, identify the gaps, recommend a protocol, and recommend a monitoring plan. And then we gave em' some questions to consider.

02:45:00

Dr. Seguire: Appointed a facilitator, and off they went to do their work. So I mean I'm still saying it's magic, it seems like magic to me. But these people are so engaged and invested in this work. I think it's a great thing even though it's early in the implementation, so maybe ask in a year from now how this is going. But I think it is a great way for leadership to come from the bottom up, the outside in, and the inside out. At least it's a vehicle for us to try.

[Tape Ends]